Psychology 557
Seminar in Developmental Psychology:
Infancy and Early Childhood

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Semester: Fall 2018
Course Time: Mondays from 12:00-2:50pm
Course Room: Alumni Hall, Room 0333
Office Hours: Mondays 10:15-11:15 am
and by appointment

Readings

1. *Field Guide to Early Childhood* (FGEC; Social-Emotional Team, 2018)
2. *Manual for Mandated Reporters* (MMR; May 2015 Revised Edition)
3. *Great Myths of Child Development* (GMCD; Hupp & Jewell, 2015)
4. *Helping the Noncompliant Child* (HNC; McMahon & Forehand, 2005)

Date	Topic	Readings	Due Dates
Aug 20	Introduction to Course	GMCD Preface & Intro	*Selfie Learning Activity*
Aug 27	Mandated Reporting & *SpecialQuest*	*Manual for Mandated Reporters* (all of it)	
Sept 3	**LABOR DAY**		
Sept 10	Prevention in Head Start	FGEC Preface & Chaps 1-4	**Certificate of Completion for TMR**
Sept 17	Consultation in Head Start	FGEC Chaps 5-9	
Sept 24	Behavior & *Child Development Trivia*	HNC Chaps 1-2	
Oct 1	**Exam 1**		**Exam 1**
Oct 8	Beginning Myths [*online day & Columbus*]	GMCD Myths #1-12	
Oct 15	Social-Emotional Foundations for Early Learning & *Visit from Paul Rassmussen*		CSEFEL Student Presentations (Chosen Based on Selfie Learning Activity)
Oct 22	Body & Mind Myths [*online day*]	GMCD Myths #13-25	
Oct 29	Training, Assessment, & *Applied Behavior Analysis*	HNC Chaps 3-4	
Nov 5	Emotion & Behavior Myths [*online day*]	GMCD Myths #26-37	
Nov 12	Feedback, Attention, & *Child Development Trivia*	HNC Chaps 5-6	
Nov 19	**THANKSGIVING WEEK**		
Nov 26	Social Environment Myths [*online day*]	GMCD Myths #38-50 & Postscript	
Dec 3	Compliance Training & *Applied Behavior Analysis*	HNC Chaps 7	**Diversity Paper**
Dec 10	**Exam 2**		**Exam 2**

Course Description. "This course provides a foundation in developmental principles, concepts, theories, and norms as they relate to infancy and early childhood. Normal and atypical development will be studied in the following major areas: prenatal, perinatal, and neonatal; sensory-motor; language; cognitive; social; and emotional. Students will be introduced to assessment techniques that are typically used with the young child, including methods of observation, interviews, and standardized tests. Intervention programs designed to enhance development and remediate deficiencies will be reviewed. An ecological approach and multicultural perspective will be emphasized." The application of child development science to the Head Start program is also emphasized.

Grading System (A=92.5%+, B=85%+, C=77.5%+, D=70%+)
1. Training for Mandated Reporters   (10%)
2. CSEFEL Student Presentation   (10%)
3. Diversity Paper   (10%)
4. Online activities   (20%)
5. Exam 1   (20%)
6. Exam 2   (30%)
7. Participation. Although you don't earn points for participation, I reserve the right to deduct points for inadequate participation, attendance, or punctuality.

COURSE REQUIREMENTS

CSEFEL Student Presentations
Brief 3: *Helping Children Understand Routines and Classroom Schedules*

Brief 4: *Helping Children Make Transitions between Activities*

Brief 5: *Using Classroom Activities & Routines…to Support Peer Interaction*

Brief 6: *Using Environmental Strategies to Promote Positive Social Interactions*

Brief 7: *Helping Children Learn to Manage Their Own Behavior*

Brief 8: *Promoting Positive Peer Social Interactions*

Brief 9: *What are Children Trying to Tell Us? Assessing the Function of Their Behavior*

Brief 10: *Positive Behavior Support: An Individualized Approach…*

Brief 11: *Using Functional Communication Training to Replace Challenging Behavior*

Brief 12: *Building Positive Teacher-Child Relationships*

Brief 15: *Using Choice and Preference to Promote Improved Behavior*

Brief 17: *Strategies for Increasing Peer Social Interactions: Prompt & Acknowledge*

Brief 18: *Logical Consequences*

Brief 19: *Helping Children Express Their Wants and Needs*

Brief 20: *Expressing Warmth and Affection to Children*

Brief 21: *Fostering Emotional Literacy in Young Children: Labeling Emotions*

Brief 22: *Acknowledging Children's Positive Behaviors*

On the first day of class, everyone will select one of the above "What Works" briefs from the Center on the Social & Emotional Foundations for Early Learning (CSEFEL; http://csefel.vanderbilt.edu/resources/what_works.html). The brief should then then be

adapted in one PowerPoint slide that could be used for teachers and parents (if possible) as a handout. The handout should include your name and a few clipart images. In addition to the information from CSEFEL, at least one additional source should be used to make the handout. Students will give a **4-6 minute** presentation on their handout while sitting in their seat (*bring a handout for everyone*). The bottom of the handout should include the sources used (see below):

Example of a Great Handout	Example of a Bad Handout
	Time-Out Even though many parents are skeptical about time-out, research shows that it's an effective method. That is, hundreds of studies have supported the use of time-out. For example, clinic-referred preschool-aged children in one study improved from being compliant with 34% of commands during baseline to being compliant with 79% of commands when time-out was used for noncompliance (Roberts, 1982). Another similar study demonstrated that when a time-out chair was used (with a time-out area used as a back-up for escape), 89% of the children demonstrated a high rate of compliance (Roberts & Powers, 1990). These behavioral improvements occurred in a short amount of time while using brief time-outs (about two minutes) when needed. Research like this has led the American Academy of Pediatrics (1998) to support time-out as an effective discipline strategy. Many studies examine time-out as a component in a larger treatment package. As part of the American Psychological Association's goal of identifying evidence-based treatments, Eyberg, Nelson, and Turner (2008) searched through studies to identify which types of treatments have solid research support for disruptive behavior in children. "Behavioral parent training" is the broad label for the approach that has the most research support, and it includes specific programs such as the Oregon Model of Parent Management Training (Patterson, Reid, Jones, & Conger, 1975), Parent-Child Interaction Therapy (Brinkmeyer & Eyberg, 2003), Helping the Noncompliant Child (McMahon & Forehand, 2003), Positive Parenting Program (Sanders, 1999), and Incredible Years (Webster-Stratton & Reid, 2003). Although these behavioral parent training programs vary somewhat in how they're delivered to parents, they all have many shared components. Time-out is a central component to all of these evidence-based treatments, and these programs also emphasize a focus on strengthening the time-in environment as well. Furthermore, these programs often successfully target children with substantial behavior problems including noncompliance, aggression, and other disruptive behaviors. Importantly, these programs often also show long-term gains.

Certificate of Completion for Training for Mandated Reporters (TMR)

Go to www.dcfstraining.org/manrep/index.jsp and complete the online training. Print the certificate and turn it in. The training takes about 60-90 minutes.

Diversity Paper

Each student will prepare a 2-3 page reflection paper addressing *diversity issues* related to class readings, discussion, and their experiences at a practicum or clinical experience (e.g., if students are placed at Head Start, they should use this experience). Additional experiences from other practica and work experiences can be added, if desired (even experiences from your undergraduate training). Include in your discussion, for example, the different types of people that you have encountered, what you have learned from these experiences, what challenges you have faced, and what additional experiences you look forward to in the future. Here are a few more requirements:

- APA style, 12-point Times New Roman font (separate title page is not needed)
- Use at least 4 references
- Turn in via email (sthupp@siue.edu) as an attachment by noon on the due date

Online Activities

Four of the class periods will be conducted online. For these classes you will read part of *Great Myths of Child Development* and engage in an online discussion board. You can access Blackboard "Tools" on the left-hand column.

Step 1: Post One Questioning Paragraph: During those weeks, you will submit ONE thoughtful paragraph-long discussion question based on the reading. You are expected to post your discussion question by **Mondays at 2:50pm.** The title of each Thread should be a *brief* version of the question (a phrase or short sentence), and then you can expand on the question in a paragraph within the Message area. It can be based on one myth or be more general, but the question itself must make it clear that you actually read the material. You will be graded based on having posted acceptable questions. "Acceptable" means the question actually could invoke a "discussion" and that the answer is not a simple "fact." I will inform you if you submit an unacceptable question. NOTE: If you do not hear anything from me about your questions, they are acceptable.

Step 2: Reply to Three Questions: During those weeks, you will also reply to THREE discussion questions that week. *When you reply to three questions, they should be based on a different myth than your posted question was based on, and they should be based on different myths than each other.* You are expected to post your comments by **Friday at 2:50pm.**

Rubric for Grading Discussion Board Posts (Questions & Replies)

	'A' work	'B' work	'C' work	'D' work
Content	Useful info that relates to the topic, is clearly written, and covers the correct material	Good info with good writing	Somewhat confusing ideas that need clarification	Unclear content & confusing writing
Length	Each question or comment is many sentences, often tackling many sub-questions.	One of the questions or comments is too brief.	Half of the questions or comments are too brief.	Most of the questions or comments are too brief.
Critical Thinking	Frequent *connections* with readings & other course material, especially in terms of *evidence* and skepticism	F air amount of *connections* with readings & other course material without much focus on evidence	Occasional *connections* with readings & other course material	Rare *connections* with readings & other course material
Stylistics	Free from typos and other mistakes	Some typos or other mistake	Several typos or other mistakes	Considerable typos or mistakes
Tone	The tone is positive <u>and</u> constructive	The tone is either positive <u>or</u> constructive	The tone is <u>neither</u> positive or constructive	The tone is offensive

Exams

The exact *format* exams can vary each semester, but typically you can count on a wide range of questions including long essay, short essay, sentence completion, multiple choice, and so on. I expect you to know all information from class *lecture and discussion*. If we discuss part of a *reading* in class, I expect you to know it very well. If we did not discuss a part of a reading in class, I expect you to know the general ideas conveyed in the reading. Special hint: it's valuable to learn the meaning of important acronyms.

Learning information for yourself is an important part of getting a Master's degree. That is, if you rely solely on your professors to teach you information, that information will soon be outdated. Thus, you need to know how to teach yourself new information. I can assess this skill by testing on the readings that we did not discuss. CSEFEL presentations will not be on the exam.

Course Policies

      Texting and Laptops in Class: ***Do NOT text during class. You should also avoid using your smart phone during class.*** If I suspect that you are texting during class, I will send an email to your graduate program director informing him/her that one of their students has been suspected of this inappropriate behavior. ***You also may <u>not</u> use your laptop or tablet during class.***

      Assignment Due Dates: If any part of the assignment is turned in after the due date, the grade for the entire assignment will ***drop by an additional 15%*** each business day until the completed assignment is turned in.

      Accommodations for Students: Here is some information from ACCESS: "Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access."

      Attendance Policy: Daily attendance is expected. If you must miss a day, you are responsible for acquiring the notes from a peer. I do not post notes on the internet.

      Department Of Psychology Policy On Incomplete Grades And Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

      Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of "F" in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

      The Psychology Department's Policy on Plagiarism: ***"Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation.*** Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that ***"Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall***

also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml."

The Undergraduate Catalog provides the following statement on **plagiarism**: "The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one's own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one's own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation."

NASP Standards Addressed:
1: Data-Based Decision Making & Accountability
3: Learning & Instruction
4: Socialization & Development of Life Skills
5: Student Diversity in Development & Learning
6: School and Systems Organization, Policy Development, & Climate
7: Prevention, Crisis Intervention, & Mental Health
8: Home/School/Community Collaborations

Course Objectives
l. Develop an understanding of principles pertinent to infancy and early childhood.
2. Become acquainted with recent research findings and identify those that have a major impact upon the future direction of child psychology and early childhood education.
3. Become aware of emerging trends important in the study of child development.
4. Evaluate the relative merits of the nature, nurture and interactionist approaches.
5. Examine the relationship between early experience and later behavior.
6. Consider different programs designed to enhance development.
7. Become familiar with methods of observation and interview techniques used in the evaluation of infants and young children.
8. Obtain experience interacting with young children and families.
9. Develop a problem solving approach that includes assessment, intervention, and evaluation components and that leads to an individualized program.
10. Become sensitive to issues regarding multicultural assessment and intervention.
11. Become familiar with the ecological and systems approach as it relates to infant and early childhood development.
12. Understand how to apply the course information to programs that serve children.
13. Distinguish between science and pseudoscience in child development.